

Students' Misbehaviors in English Classroom Learning Process

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ABSTRACT

The objective of the research were to find out (1) the types of students' misbehaviors identified in the English classroom learning process, (2) the causes of students' misbehaviors in the English classroom learning process, and (3) how does the teacher solve the types and causes of students' misbehaviors in the English classroom learning process. This research employed descriptive qualitative design. The instruments were observation checklist and interview. The participants of the research were 17 students of XI IPA and 1 English teacher of SMA Tut Wuri Handayani Makassar. The result of the research showed that (1) the types of students' misbehaviors identified in the English classroom learning process were (a) sleeping in the class, (b) eating in the class, (c) not actively involved/participated, (d) moving seat without permission, (e) using mobile phone during the lesson, (f) making noises, (g) talking out of turn, (h) untidiness, (i) clowning, (j) doing irrelevant activities during the lesson, and (k) distracting classmates; (2) according to the evidences that found and interview results, the causes of students' misbehaviors in the English classroom learning process were (a) environmental factor, (b) family (poor parenting), (c) poor teaching, (d) curriculum; and (3) the way the teacher solve the types and causes of the students' misbehaviors in the English classroom learning process were (a) giving his students some advices about their main goals to go to school, they have to prepare and do the best for their future, (b) remain silent and give no warning, (c) called his students one by one to his desk and gave them advice about negative effects of their misbehavior.

Keywords: Students, Teacher, Learning process, English classroom, Types of Misbehaviors, Causes of Misbehaviors, Solving Misbehaviors.

INTRODUCTION

Learning English especially for Indonesian students cannot be categorized as an easy deal since the language itself is different from their mother language. In order to motivate them to learn English, they need to be told the reason why the language is being taught. The students may feel curious at the first place when they start to learn English because it is a new language to them but in order to encourage them to stay focus on learning; they need to be supported in many ways. The students have different ways of perceiving the materials that affect their behaviors. They may listen to the teacher, some of them write something on their book, may look out, or do any activities differently from their friends.

Due to the differences found, students then may perform several problems during the learning process such as sleeping, being late, students who has social, family and personal problems, uncooperative students, students who are reluctant to talk, students who do not do their homework, smarter students who finish their task before other else, students who lack of motivation and students who lack respect. These problems may occur during the English learning process or even before the learning process is started. This research was aimed to find out (1) the types of students' misbehaviors identified in the English classroom learning process, (2) the causes of students' misbehaviors in the English classroom learning process, and (3) how does the teacher solve the types and causes of students' misbehaviors in the English classroom learning process at SMA Tut Wuri Handayani Makassar.

RESEARCH METHOD

Descriptive qualitative research design was applied to answer the research questions of this research. Gay, et al (2006:9) described that qualitative research is collecting on, analysis, and interpretation of comprehensive narrative and visual (no numerical) data in order to gain insights into a particular phenomenon of interest. This research was to find out the non-numeric data and to describe it. Through this design, the researcher collected, analyzed, and interpreted a variety of data to reveal: (1) Types of students' misbehaviors in English classroom learning process, (2) The causes of the students' misbehaviors in English classroom learning process and (3) The way the teacher solves the types and causes of the students' misbehaviors in English classroom learning process in SMA Tut Wuri Handayani Makassar.

The participants of the research were 17 students of XI IPA and 1 English teacher of SMA Tut Wuri Handayani Makassar and were chosen through purposive sampling technique. The instruments used in this research were observation checklist and interview. The classroom observation was conducted for 5 days during the English teaching and learning process at school. During the observation, the researcher observed the students' and the teacher's behaviors in the class and record the data in the observation checklist to then lead the researcher to conduct an interview to gain more data related to the result of the classroom observation.

FINDINGS

1. Types of Students' Misbehaviors

After conducting the classroom observation and collecting data through the use of observation checklist, the researcher listed the types of students' misbehaviors based on its frequency and the accumulation of students' number who performed the misbehaviors.

a. Based on its frequency.

1. Moving seat without permission.
2. Using mobile phone during lesson.
3. Talking out of turn.
4. Making noises.
5. Eating in the class.

6. Not actively involved/ participated.
 7. Untidiness.
 8. Clowning.
 9. Doing irrelevant activities.
 10. Distracting classmates.
 11. Sleeping in the class.
- b. Based on the accumulation of the students.
1. Moving seat without permission.
 2. Using mobile phone during lesson.
 3. Eating in the class.
 4. Doing irrelevant activities during the lesson.
 5. Distracting classmates.
 6. Making noises.
 7. Clowning.
 8. Not actively involved/ participated.
 9. Talking out of turn.
 10. Untidiness.
 11. Sleeping in the class.

2. Causes of Students' Misbehaviors

To find out why students' misbehave during the English classroom learning process, the researcher conducted an interview after the classroom observation by asking the students several questions related to the data result in the observation checklist. As follows:

- a. Students' understanding about the definition of misbehavior.

What I know? Eh, tapi kayak bagaimana di'? Tingkahlaku yang tidakbaik yang mengganggu di kelas. Mengganggu proses belajar mengajar. (What I know? Like um, how to say it. Bad behavior that disturbing the learning process in the classroom.)

(MA - Student, interviewed on May 25th, 2018)

- b. Giving one example of misbehaviors the students know.

Cerita saat guru menjelaskan, biasa berpindah tempat, biasa makan, ituji. (Chit-chat while the teacher explains the material, usually moving seat, eating, that's it)

(MLA - Student, interviewed on May 25th, 2018)

- c. Types of misbehaviors the students usually do/ experience in the class and the causes.

Kayak teman saya main game dampaknya ke saya jadi nda focus ke guru. Kalo dari saya sendiri, kalo saya minta gurunya tegas tapi gurunya tidak seperti ekspektasi saya. Jadi saya melakukan sedikit. Seperti tadi penjelasannya. Ini curhat, sebenarnya saya nda setuju dengan pengganti guru karna saya lebih senang dengan guru yang pertama. Karna sekarang kan pengalihan dan guru yang sekarang tidak seperti yang saya harapkan. Bukan hanya saya tapi teman-teman juga melakukan hal yang sama karna tidak suka dengan guru yang sekarang. Teman juga melakukan hal yang sama. (As example my friends who playing game, that makes me cannot focus to the teacher. And I myself asked the teacher's affirmation but gave me unwanted response so I misbehave in the class. Let me confess it

sir. Honestly, I disagree with this substitution teacher, because I liked the former teacher. He is not the kind of teacher that I expected. My friends also feel the same, they're not into our recent teacher. My friends also do the same misbehavior.)

(YK - Student, interviewed on May 25th, 2018)

d. To find out how many students misbehave during the learning process.

All students were agreed that everyone of them misbehaved during the learning process.

e. To find out whether or not the misbehaved students disturbed other students.

Ya, sangat terganggu kalo ribut. Kan biasa sementara kerja tugas baru rebut jadi terganggu. Ribut yang paling mengganggu sama main game karna suaranya. Yang paling sering, ribut. (Yes, I feel disturbed when it's noisy. Sometimes when I do my assignment then my friends are noisy, it's disturbing. The most disturbing noisy is when my friend play game on his smartphone because of its sound. Getting noisy is often happen and most disturbing to me.)

(KL - Student, interviewed on May 25th, 2018)

f. The reason behind the students' misbehaviors.

I think they are bored to study and lazy, Sir. I don't know kalomerekaada problem, Sir. (I think they are bored to study and lazy, Sir. I don't know if they have problems, Sir.)

(MLD - Student, interviewed on May 25th, 2018)

g. The teacher reaction when the students misbehave in the class.

Ditegurji. Kalo misalnya berapa kalimi ditegur, biasa diambilmi hapenya kalo guru lain. Oh, iya Pak Levi nabiarkanji main hape kayak gimana kalo misalnya buka google translate. Biasa kalo bukan google translate biasa nategurji, ituji saja. Nategurji saja nda sampe disita. (mestinya) (mobile phone) kayak diambil, nasita begitu, supaya jarraki, supaya nda napakemi kalo pak levi atau pelajaran lain. (The students are just being warned. If the students were warned over and over again, their handphone will be taken by another teacher. Oh, yes Sir Levi just let the students use their handphone if they want to access Google Translate. If he found the students access Google Translate, he warned them, that's all. He just warned them without taking their handphone, so they will learn something and will not use their handphone in Sir Levi's class or others.)

(FZ - Student, interviewed on May 25th, 2018)

h. The effective solution to stop students' misbehavior in the class.

Lebih tegaski dalam mengajar, trus misalnya kalo ada tugas harus ki memang kerjakan, bukan dibilang janganmi dikerjakan kalo memang nda bisa. Karena biasa pak kalo Pak Levi kalo bilang sama teman-teman janganmi ini pak janganmi ini di bilang janganmi kalo begitu. Kurang tegaski. (Be stricter in teaching. Then students have to finish their homework, not by asking them to undo it if they couldn't. because sometimes Sir Levi were asked by my friends not to do their assignment/homework and he agreed. He is strict less.

(AR- Student, interviewed on May 25th, 2018)

3. How does the Teacher Solve the Types and Causes of Students' Misbehaviors

To find out the teacher's way to solve the issue of students' misbehaviors during the English learning process, the researcher asked several questions to the English teacher. As follows:

a. To find out whether the teacher aware about the misbehaved students in the class.

P: Good morning, Sir. Thank you for coming and letting me do this interview with you. Let me ask you the first question. Do you sometimes find your students misbehave in the class?

LV: Ok, thank you very much for this nice chance that has given to me to be interviewed something about students' attitude or behavior during the class. So, if we teach in the class and some of the students have good attitude or behavior to receive some materials from the teacher when the teacher explains something for them and some of them also disturb their friend, walking around the class, go out, and they don't have any chance to receive some material from the teacher.

P: Ok. So, the point is you sometimes find them misbehave?

LV: Like that.

b. Types of misbehaviors the students do in the class.

P: Ok. So, what kinds of misbehavior that you sometimes found?

LV: The misbehavior was like, the disturb during the class is running and then when the teacher are standing there in front of the class to explain the material. They don't want to write down in the book and then just playing a game and then some of them also sitting on the floor or sleep on the table.

P: About sleeping, are they doing it in the class?

LV: Yes, they do it.

c. The teacher's response towards the students' misbehavior.

P: That's also what I found in your class when I observe your class few days ago. So, when you found your students misbehave in the class what did you do?

LV: Ya, actually just give them any advice the main, I mean the main destination you're all come here just to take some knowledge or to take material from the teacher and then after that you can applicate in the society or in yourself in order that, I mean the material is going to be a bit successful for you. For all of you in the future time.

d. To find out whether the students' misbehavior disturb the teacher during the teaching process or not.

P: Next, when the students misbehave in the class, does that disturb you? Like what you said students making noises, playing handphone. Are that disturbing you?

LV: It disturbs me also but I just maintain myself that I am at teacher, so I have to give a good example for them. So, I never get punished for them, I never angry for them, I just advise them to just do the best.

e. The reason behind the students' misbehavior in the class.

P: Ok. Do you think what caused? I mean apa yang bikin siswa-siswa ini melakukan hal-hal yang mengganggu tersebut? Kira-kira karena ada masalah pribadi kah?

LV: Yeah, thank you. In this case it caused by the environment, maybe their family, maybe their neighbor, or they have some misunderstanding in their family, that's why they come to the school and then they are I mean they have problems. So, I try to ask them how to solve these problems for them.

P: Do you find some cases in the class?

LV: Iya.

P: May you explain one of them?

LV: I ever find my students in the class. They make noise in the class and then I ask him that, "Why do you do like that"? And then the students told me that I have problem in my family,

because my father went away and I don't know exactly, maybe somewhere and then I just live in my house with my mother and then my mother fulfill my life. My mother just goes to work and then she got fine salary. She got the salary that can use in pay my tuition in my school, so I have a big problem in my family because my father went away from my house. I don't know exactly where he is now.

f. To find out whether the students' misbehavior affect the teaching learning process or not.

P: Do you think that the misbehaviors in the class can affect the learning process?

LV: Yeah, I think so.

g. The teacher's solution towards the students' misbehavior.

P: What steps do you take to overcome the students' misbehavior?

LV: Actually, my way to overcome the students', if they do misbehavior in the class, I call them one by one to my chair, my table in front of the class and then I give advice for them that don't try to do it again because it is not good for you and then it will be disturb you in your future times. And then, after looking for a better job in the the company, it will refuse you to be a worker because you have a bad behavior it better when you were in the school.

P: So, the point is you always try to give them advice, but the students think that you are you are just giving them advice and let them do whatever they want. But when you give the advice you are not giving the advice directly you just call them and give the advice.

LV: Actually. I advise them directly around my table. I ask the student, "Please, sit down in front me, I have something I want to ask you because you always do something negative effect in the class so you have to change your behavior to be the best one.

DISCUSSION

The data above shows the result of the observation checklist and the interview to get the information about the types of the students' misbehaviors, the causes of the students' misbehaviors and the teacher's way to solve the types and the causes of the students' misbehaviors in the English classroom learning process. The data shows that the types of students' misbehaviors were divided into two classification based on the frequency and the students' accumulation. While, the evidences of students' misbehaviors were lead the researcher to know what causes the students' misbehaviors during the learning process which were included (1) Environmental Factors, (2) Family/ Poor Parenting, (3) Poor Teaching and (4) Curriculum. The teacher's way to solve the types and the causes of students' misbehaviors were by giving them advices about their main goals to go to school for their future but sometimes the teacher remained silent and gave no warning or ignored the misbehaved students and focus on teaching the other students also by calling them personally to his desk and told them about the negative effect of their misbehaviors.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. There were 11 types of students' misbehaviors the students did in English classroom learning process during the research. They were; sleeping in the class, eating in the class, not actively involved/participated, moving seat without permission, using mobile phone during the lesson, making noises, talking out of turn, untidiness, clowning, doing irrelevant activities during the lesson and distracting classmates.

2. The data result of the study showed that not all students did all misbehaviors listed above. The data showed that there are 7 out of 18 misbehaviors the students didn't do during the classroom observation; unpunctuality, cheating during exams disobedience (break school regulation, rules, etc.), idleness/ slowness, hindering others, physical aggressions (punch, kick, pinch, etc.) and leaving the class without permission.
3. Considering the causes of students' misbehavior in English classroom learning process, it was concluded that the causes students' misbehaviors in English classroom learning process were; environmental factors, family (poor parenting), poor teaching and curriculum.
4. The teacher's way to solve the students' misbehavior were: giving his students some advices about their main goals to go to school, they have to prepare and do the best for their future, remain silent with giving no warning, called his students one by one to his desk and gave them advice about negative effect of their misbehavior.

SUGGESTIONS

Considering the result of this research, the researcher offers some suggestions as follows:

1. Regarding the method applied by the teacher in teaching English, interesting method should be applied to attract students' attention on studying. Well preparation also suggested in order avoiding the negative attitude of students toward English.
2. Since students' misbehavior can lead to the negative effects on teaching and learning process, the teacher must be more aware of the causes of students' misbehavior and find out the best way of decreasing the frequency of students' misbehavior in learning English.
3. Considering some causes of students' misbehavior in English learning, it is believed that motivating them is worth consideration by creating good atmosphere in teaching. Parents also suggested giving more attention on their children and helping them to achieve the learning goal.
4. Even though this research has been done well, it still has many weaknesses because of the limited time. So, next researchers are suggested to spend more time in observing about students' misbehavior to get in depth analysis about the causes and the types of students' misbehavior. Besides investigating the causes, it is also suggested finding out the possible solution to overcome the causes that contribute students to misbehave during teaching and learning process.

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